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ABSTRACT

This planning statement on improving vocational education in Oregon high schools and community colleges is intended to guide schools in the further development and improvement of vocational education. Discussed in the first section are the concept of a comprehensive curriculum, the relationship of career and vocational education, and the broad goals of vocational education. Major Oregon State Board of Education policies for vocational education in community colleges and school districts are listed. The third section briefly discusses 10 long-range program goals in the following areas: access to vocational education: technical assistance to state, regional, and local instructional staff and support staff: instructional and support staff: identifying needs: research: developing and disseminating exemplary practices and procedures: vocational guidance: curriculum materials development: student evaluation: occupational requirements in the labor market: immediate and short-term training programs to meet the needs of business and industry: and adequate instructional facilities and equipment. Each of these goal areas is discussed in terms of current status, needs, objectives, and proposed actions. (MN)

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PREPARING FOR EMPLOYMENT

A Planning Statement on Improving Vocational Education

**Oregon Department of Education
Salem, Oregon 97310**



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State Superintendent of
Public Instruction**

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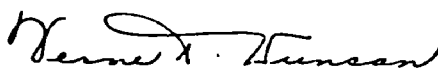
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Vocational education should be an integral part of Oregon high school and community college curriculum. We in Oregon have chosen to provide public education through the comprehensive high schools and community colleges. This planning statement reaffirms the commitment of the State Board and Department of Education to make vocational education a full partner in the comprehensive curriculum. The statewide goal is to give all students access to quality vocational education programs, so that skilled workers will be available for Oregon business and industry. On the following pages we address factors involved in achieving that goal.

To develop the statement, data were gathered from sources in business, industry, labor, agriculture, government and education. One hundred representatives from these groups met to help draft the statement and forty met a second time to critique and revise it. These groups and others provided subsequent review. During the State Board of Education review process, more than fifty individuals offered suggestions. A subcommittee of Board members worked with Department staff to prepare the final draft of the statement which was adopted by the Board on August 17, 1979.

The contributions of those who took part in the development of this statement are gratefully acknowledged. It is my hope that the statement will be useful in efforts throughout the state to develop vocational education programs which truly meet the needs of our students.



Verne A. Duncan
State Superintendent of
Public Instruction

PREPARING FOR EMPLOYMENT

Students should be given opportunities to develop competencies that will be useful in their future careers as producers of goods, services and ideas. Vocational education programs aim to prepare students for careers that are individually satisfying *and* useful to society. The State Board of Education has considered vocational education as a high priority since 1971. This Board planning statement is intended to guide schools in the further development and improvement of vocational education.

Comprehensive Curriculum

If a high school is to be comprehensive, vocational education must be available to all students. Most high schools today, however, tend to emphasize college preparation. In contrast, the community colleges offer a balanced curriculum of occupational training, general educational skills and electives. The high schools' curriculum, like the community colleges', should balance basic skills training and electives with vocational education.

Relationship of Career and Vocational Education

Career and vocational education programs serve learners from childhood through retirement. These programs offer opportunities to learn about occupations in relation to the individual's interests and abilities. They provide preparation for entry-level employment, and build the foundation for more advanced training. Career and vocational education programs meet the needs of the disadvantaged, handicapped, those with limited English speaking abilities, and other special groups.

Vocational education provides training for skilled, technical and paraprofessional work. Individuals are prepared for gainful employment and occupational advancement. Programs are designed around an occupational area or a cluster of related occupations. Postsecondary vocational education is offered at the community colleges, as well as by private vocational schools, apprenticeship programs, the military, four-year colleges and universities, and business and industry.

Career education, by comparison, involves all segments of the educational program. Students develop attitudes, knowledge and skills and learn to make effective choices that will enable them to perform successfully in their chosen careers. Career education, in effect, can improve all educational programs by providing a bridge between schooling and students' future work and career development.

Goal for Vocational Education

The statewide goal is that *quality* vocational education programs will be *accessible* to all students, resulting in the *availability* of skilled workers for Oregon business and industry.

"Quality programs" require that:

- students are provided opportunity to develop skills needed for employment.
- students are offered choices among occupational options
- basic skills instruction is incorporated with occupational preparation

- students are encouraged to accept a sense of responsibility to self and others
- all learning is related to its later application in careers and other adult life roles

"Access" requires that:

- programs are designed to eliminate unfair discrimination
- programs are available to all secondary students, and cooperative programs between school districts are provided as appropriate
- postsecondary programs are available as needed, with regional community college programs offered where appropriate
- the efforts of all agencies, institutions and organizations are coordinated to best serve students

Skilled worker "availability" depends on:

- business, industry, labor and educators working together to stimulate economic development and to identify and meet training needs
- short-term programs being offered in areas of high demand
- providing students with current and projected occupational requirements and labor market information
- examining data on the work history and performance of former students so that programs can be modified for greater effectiveness

STATE BOARD OF EDUCATION POLICIES FOR VOCATIONAL EDUCATION IN OREGON COMMUNITY COLLEGES AND SCHOOL DISTRICTS

1. All Oregon learners should have opportunities to prepare or train further in occupations of their choosing.
2. Vocational education is an integral part of a comprehensive education program. It begins with junior high exploration programs, continues through high school, and becomes more specific in community colleges, apprenticeship, private vocational-technical schools, the military service, on-the-job training, and in other occupational training programs.
3. Vocational education at the high school level is organized around common teachable skills or clusters of occupations. The cluster approach helps students avoid the commitment to a narrow work specialization, but still provides preparation to enter the work force or postsecondary specialization.
4. Grant-in-aid assistance will be provided as resources permit for:
 - program development, maintenance and operation
 - program improvement, including personnel, student leadership, curriculum, and model programs and exemplary practices development, as well as evaluation activities
 - special projects for serving the disadvantaged and handicapped and eliminating discrimination
 - assistance in development of apprentice and other training programs
5. Program approval will give particular attention to the:
 - needs and desires of individuals, especially training for the unemployed and under-employed
 - potential for employment in that area of training
 - elimination of unfair discriminatory practices
 - occupational health and safety factors needed in the curriculum
 - coordination and articulation with labor and other training programs
 - specific requirements of employers in business and industry
 - cost effectiveness of the proposed program
6. Technical assistance in program, personnel, student leadership, and curriculum development, vocational guidance and other supportive services will be provided through Department staff, regional coordinators, and/or contracted services.
7. Planning for vocational education will be:
 - attentive to the needs of students and to the impact of that vocational preparation upon the individual
 - done in cooperation with other agencies and institutions providing occupational preparation

- responsive to the demands for skilled workers to meet the employment needs of business and industry
- sensitive to environmental concerns

LONG-RANGE PLANNING FOR VOCATIONAL EDUCATION

STATEWIDE GOAL: Quality vocational education programs will be accessible to all students resulting in the availability of skilled workers for Oregon business and industry.

Program Goal 1 Quality vocational education programs will be equitably available to all secondary school and community college students, adult learners and others who can benefit from such programs.

Status In July 1978, there were 1,190 approved secondary vocational education programs serving 33,023 or 43 percent of the 11th and 12th grade students. 119 secondary schools offered 5 or more vocational programs.

Needs Provide secondary students with access to vocational preparation in 5 or more vocational program areas. Enroll 70 percent of all 11th and 12th grade students in vocational programs.

Objectives Increase by 133 the numbers and kinds of vocational education programs and increase by 21 the number of secondary schools offering 5 or more vocational programs.

Improve the quality of vocational programs, especially in their capacity to serve the disadvantaged and handicapped, women, and minorities.

Proposed Action Provide start-up and operational costs for secondary vocational programs accessible to 70 percent of Oregon's 11th and 12th grade students.

Provide incentives to secondary schools to develop and implement cooperative programs between school districts or through contracted service with other educational agencies.

Upgrade existing programs through identification and implementation of improved practices.

Status In July 1978, there were 45,207 students enrolled in 581 vocational preparatory programs and 34,812 enrolled in occupational supplementary and apprenticeship courses in Oregon's 13 community colleges.

Needs Enroll 51,000 students in vocational preparatory programs and 43,185 students in occupational supplementary programs in Oregon's community colleges.

Objective Increase to 675 the number of occupational programs available to community college students.

Proposed Action Provide start-up costs for statewide vocational programs provided by individual community colleges or consortiums of these institutions.

Improve existing programs through identification of improved practices and program improvement grants to community colleges.

Provide grants to community colleges for the development of new programs to meet emerging occupational training needs.

Status In July 1978, there were 4,200 adult supplementary vocational courses. Secondary schools and community colleges also worked with the CETA program through adult classroom training and youth work experience, on-the-job training and vocationally-oriented alternative schools. Community colleges provided classroom instruction for apprentices.

Status Through basic grants and special projects, efforts are being made to better serve the disadvantaged and handicapped and to promote sex equity in vocational programs. Both statewide and local exemplary projects are conducted, and exemplary practices for disadvantaged and handicapped are being identified.

Needs Effective working relationships among agencies which train youth and adults.

Comprehensive assessment of adults' needs in vocational preparation and skill upgrading.

Objective Provide additional training and retraining programs for individuals, beyond their formal school training.

Proposed Action Promote close, working relationships with manpower services, employment, vocational rehabilitation, corrections, apprenticeship, and other appropriate agencies to provide youth and adults the best and lowest cost training opportunities possible.

Develop a comprehensive occupational training plan encompassing all appropriate agencies and institutions.*

Need Equal opportunity in vocational preparation for all Oregon learners. The Education Amendments of 1976 require increased services to disadvantaged and handicapped students and mandate sex equity efforts.

Objective Increase the services in vocational education to special populations: women, members of minority groups, handicapped persons, disadvantaged persons and persons with limited English-speaking abilities.

Proposed Action Support added costs of vocational education for disadvantaged and handicapped students by providing state and local funds to match federal resources.

Implement demonstration projects that address the elimination of unfair discrimination and sex bias.

Provide special training and assistance to teachers and administrators in eliminating unfair discrimination due to disadvantage, handicap, sex, ethnic background, or other factors.

*Secondary schools, community colleges, four-year colleges and universities, manpower programs, business and industry, labor, corrections, apprenticeship, the military, private vocational schools, and other public and private social agencies.

Program Goal 2 Provide technical assistance to state, regional, and local instructional staff and support personnel.

Status In 1978-79 coordinators of career and vocational education in 13 regions of the state, helped disseminate exemplary practices; they also provided statewide leadership for student organizations, for instructional improvement projects, and other support efforts.

In 1978-79, 49 Department staff members provided technical assistance in vocational education to Oregon school districts and community colleges.

A sex equity specialist is employed by the Department to monitor unfair discrimination in vocational education; guidelines for assessing sex equity concerns have been developed for use in secondary school standardization visits.

Needs Assist in local program planning, evaluation, research, model program development, and vocational guidance.

Disseminate exemplary program information.

Conduct state-level student organization activities.

Increase the awareness of vocational education personnel and counselors concerning sex role stereotypes in existing programs.

Objectives Provide technical assistance to state, regional and local vocational personnel.

Maintain qualified, state-level vocational staff, to meet present and future program needs.

Eliminate unfair stereotyping and discrimination in vocational program materials.

Proposed Action Continue to provide statewide support, including Department of Education services, regional coordination and student leadership.

Make research and exemplary program information available to all vocational education personnel.

Assess needs for state-level program administration and technical assistance inherent in the expansion of vocational education programs, and implement a long-range recruiting and staffing program.

Coordinate programs with other appropriate agencies and institutions.*

*Secondary schools, community colleges, four-year colleges and universities, manpower programs, business and industry, labor, corrections, apprenticeship, the military, private vocational schools, and other public and private social agencies.

Program Goal 3 Provide qualified instructional and support staff for secondary school and community college vocational programs.

Status In 1977-78, 1,289 secondary vocational teachers and 46 aides served 43 percent of the 11th and 12th grade students. 1,042 community college vocational teachers served 45,207 students in vocational preparation programs and 309 full-time and 1,636 part-time teachers served 34,812 in occupational supplementary and apprenticeship courses.

Status In 1978-79, 4 institutions of higher education in Oregon graduated approximately 225 teachers and other vocational personnel.

Status In 1977-78, 56 inservice programs were made available to vocational education personnel.

Needs To serve 70 percent of the 11th and 12th grade students, 2,747 secondary vocational teachers will be required.

To serve 51,000 students enrolled in vocational preparation programs and 43,185 in occupational supplementary programs, 1,608 community college full-time vocational teachers will be required.

Objective Provide qualified secondary school and community college vocational teachers and support personnel necessary for planned program expansion.

Proposed Action Assess, cooperatively with the State System of Higher Education and private higher education institutions, the secondary school and community college vocational teacher requirements by specialty areas.

Need By 1982, 641 additional secondary vocational teachers and 566 additional full-time community college vocational teachers will be needed, plus an annual replacement factor of 5 percent.

Objective Expand preservice programs to meet the need for qualified vocational teachers.

Proposed Action Provide funds to expand preservice preparation of vocational education personnel: teachers, apprentice instructors, counselors and school administrators.

Recruit occupationally competent teachers from business, labor and industry to meet existing needs.

Recruit qualified teachers from among the minorities, women, and handicapped.

Need Changing technology in occupational areas and increasingly complex state and federal regulations require continuous updating of vocational personnel.

Determine the effectiveness of varied inservice offerings.

Objective Provide inservice programs as needed to maintain and improve vocational personnel competency.

Proposed Action Provide grants to secondary schools, community colleges, ESDs, the State System of Higher Education, and colleges and universities to expand inservice education for vocational education personnel.

Assess areas of inservice need; identify populations to be served and propose training options.

Program Goal 4 Identify needs, research, develop and disseminate exemplary practices and procedures for the improvement of vocational education.

Status In the past five years, 70 research projects and 75 exemplary projects in career/vocational education have been conducted. Of these, 45 have been evaluated as worthy of dissemination and adaptation or adoption in other settings.

Needs Determine responsibility for interdisciplinary programs which relate basic education and social skills to ongoing occupational programs.

Determine staff, student and employer responsibilities in vocational placement programs.

Increase the use of data collection and program evaluation as integral parts of instructional improvement.

Develop exemplary models in the areas of occupational information, placement, sex equity, energy, student support services, and program accountability.

Objectives Initiate long-range research efforts targeted toward specific program improvement needs.

Disseminate findings of research in vocational education.

Develop exemplary practices in vocational education and disseminate the results.

Proposed Action Fund targeted research and exemplary program development projects.

Provide grants to secondary schools, community colleges, and other institutions to develop and implement exemplary programs, practices and procedures.

Communicate promising practices to school districts and community colleges through a statewide dissemination network, using the regional career education coordinators.

Program Goal 5 Provide students with effective vocational guidance, including assistance in learning how to find and obtain employment.

Status Some secondary schools and community colleges help students acquire job search skills, and help them locate potential employers and job openings.

Needs Increase vocational guidance services in secondary schools and community colleges.

Include instruction in vocational education programs aimed specifically at helping students learn how to locate job openings, make applications, and interview for jobs.

Objective Make available to all secondary school and community college students, vocational guidance and learning experiences that will help them find and obtain employment.

Proposed Action Provide incentive grants for development of model vocational guidance practices, career resource centers and occupational exploration experiences.

Program Goal 6 Provide curriculum materials essential for quality vocational education programs.

Status Fifty occupational task analyses are completed, as well as 20 secondary and 2 community college curriculum guides, 10 community college course booklets and 1,200 learner modules in 12 vocational areas.

Needs Additional task analyses and vocational curriculum guides.

A central facility for an instructional materials library, and for review of multimedia materials.

Objective Coordinate development and dissemination of up-to-date, manageable curriculum for vocational education.

Proposed Action Assist in the development and dissemination of occupational curriculum materials for secondary schools, community colleges and apprentice-related programs.

Provide grants to promote articulation and coordination of programs among secondary schools, community colleges, apprenticeship and other training agencies.

Monitor curriculum materials and their use for sex stereotyping and unfair discrimination.

Program Goal 7 Determine the extent of student enrollment and evaluate student success in vocational programs and on the job.

Status Limited data on programs and students are available from statewide follow-up of vocational students, school standardizations, the vocational program approval process, state advisory council reports and secondary and community college reporting systems.

Needs Provide, as a basis for future program development, a comprehensive data base including information on student enrollment, program planning and operation, student achievement, student job success and services to special needs groups.

Objective Evaluate each vocational program every five years and make the results available for program improvement.

Proposed Action Develop, field-test and implement a statewide comprehensive data collection and evaluation system that quantitatively and qualitatively measures student progress in secondary and community college vocational education programs.

Program Goal 8 Identify occupational requirements of the labor market.

Status Entry-level employment for approximately 80 percent of the work force requires less than a bachelor's degree. The Occupational Program Planning System (OPPS) provides information on labor market needs and the supply of trained workers by occupational area and by regions in the state.

Needs Make available to educational program planners, information concerning the specific skill needs of the labor market.

Incorporate OPPS within a total occupational information system; strengthen it in the areas of job classification and worker supply information.

Objectives Identify as precisely as possible the present and future occupational requirements of the labor market at the local, state, regional and national levels.

Develop through the Oregon Occupational Information Coordinating Committee (OOICC) a coordinated approach to occupational information data collection, distribution and use.

Proposed Action Cooperatively with representatives of business, industry, and occupational training and employment agencies, expand the OPPS system for identifying specific requirements of the labor market.

Provide technical assistance to community agencies and municipalities to identify training needs for existing and potential jobs in business and industry.

Expand delivery of OPPS services to other agencies and institutions, including annual publications and inservice training.

Work with the OOICC to bring about a coordinated system for delivery of occupational information to training agencies and institutions.

Program Goal 9 Provide immediate and short-term training programs as required to meet the needs of business and industry.

Status Community colleges provide a limited number of short-term training programs for business and industry, on request.

Needs An information program relative to ways community colleges can help business and industry meet their training requirements.

Support for development of short-term training programs for business and industry.

Objective Improve the responsiveness with which community colleges and other agencies in the vocational delivery system meet the immediate and short-term training needs of business and industry.

Proposed Action Provide needed support for the development of prevocational and vocational training programs of limited duration.

Inform employers of the community colleges' and other occupational training agencies' offerings and capabilities for providing short-term training.

Program Goal 10 Provide adequate instructional facilities and equipment for students in all occupational areas.

Status Facilities and equipment currently available in secondary school and community college vocational programs are replaced and updated as possible in order to maintain learning stations comparable with business and industry. Secondary school standardization, and technical assistance visits by specialists are used to determine the adequacy of facilities and equipment with respect to current technology.

Needs Technical assistance and training of school district and community college personnel in the development of learning sites, in using community resources, and in the removal of physical and architectural barriers for the handicapped.

Objective Make available to all students in approved vocational programs, facilities and equipment comparable to that used in work settings.

Proposed Action Provide training for secondary school and community college personnel in learning site development and use of new equipment.

Require the elimination of physical and architectural barriers for the handicapped.

Provide funding when possible to allow for upgrading or updating of facilities and equipment.